Accountability Report

Results-Based Evaluation System

Issued 2011–12

Archer High School

Dr. Charles "Buck" Buchanan, ***Principal*** **Joe Ahrens,** ***Area Superintendent***

Gwinnett County Public Schools (GCPS) has developed an accountability system for improving schools called the Results-Based Evaluation System (RBES). RBES fairly and systematically measures a school's progress, providing a process that clearly communicates expectations; reviews, monitors, and supports school performance; and evaluates that performance.

The Archer High school council and school leaders collaborated on the highlights included in this accountability report, which also serves as the school's annual report. The report provides consolidated information on the school's effectiveness, based on multiple measures and student characteristics. **Please review this report to learn more about the school's improvement efforts and progress.**

CONTENTS:

Key Results on Improvement Plans

2010–11 Results:
- Senior Report
- SAT
- Gateway Assessment
- Georgia High School Graduation Tests and Adequate Yearly Progress
- Advanced Placement Exams

2010–11 Highlights

Staff Data

Student Data

School Safety Perceptions

Tell us what you think about this report.

Click here to complete a questionnaire online.

Key Results from 2010–11 Local School Plans for Improvement

Local School Plans for Improvement are plans developed locally by school administrators, teachers, and parent advisory groups. These plans outline school goals.

Goal: To meet or exceed the state's targeted passing rate for all areas of the Georgia High School Graduation Tests (GHSGT), overall and for all student subgroups. Student performance will increase by meeting or exceeding average GCPS and state scores on the following assessments: End of Course Tests (EOCT), High School Gateway writing assessment, SAT and ACT college-admissions tests, and college-level Advanced Placement tests.

Results: Fifty percent of Archer's students scored in the Advanced and Honors levels on the language arts and mathematics sections of the GHSGT. Archer students exceeded state passing rates on EOCT exams for Junior American Literature, Biology, Integrated Algebra, and Integrated Geometry.

Goal: To increase student engagement at Archer High School in subject areas across the curriculum, with an increasing number of students actively engaged in classroom activities.

Results: Archer administrators used the Look2Learn observation instrument to perform 231 "walk-through" observations in our classrooms, providing feedback to teachers on the engagement level of their students.

Goal: Archer High School will meet or exceed average state and school system scores on the Georgia High School Writing Test (GHSWT).

Results: Archer High School students exceeded the average state score on the GHSWT with a 98% passing rate.

2010–11 Senior Report

	Students Completing HS†	Number of Seniors Planning to Attend College or Postsecondary School*	Number of Honor Graduates	Number of Seniors Taking Advanced Placement (AP) Courses	Number of AP Courses Taken by Seniors	Seniors with Dual Enrollment
Archer High	242	161	27	112	254	10
GCPS	9,558	7,829	1,905	4,741	13,088	221

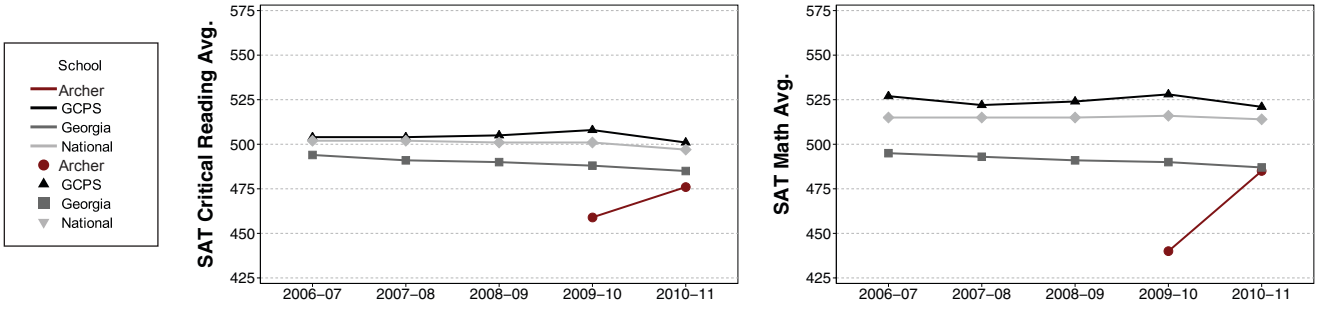
†Reflects system-reported data as of August 2011 *Student information self-reported as of April 2011

2010–11 Results: SAT

A popular college-admissions test, the SAT features complex reading passages and math concepts, and a writing section. The table to the right shows average scores and percentages of students taking the SAT at our school, compared to the district, state, and nation. The graphs below compare Archer students' scores to the Gwinnett, state, and national averages on the SAT.

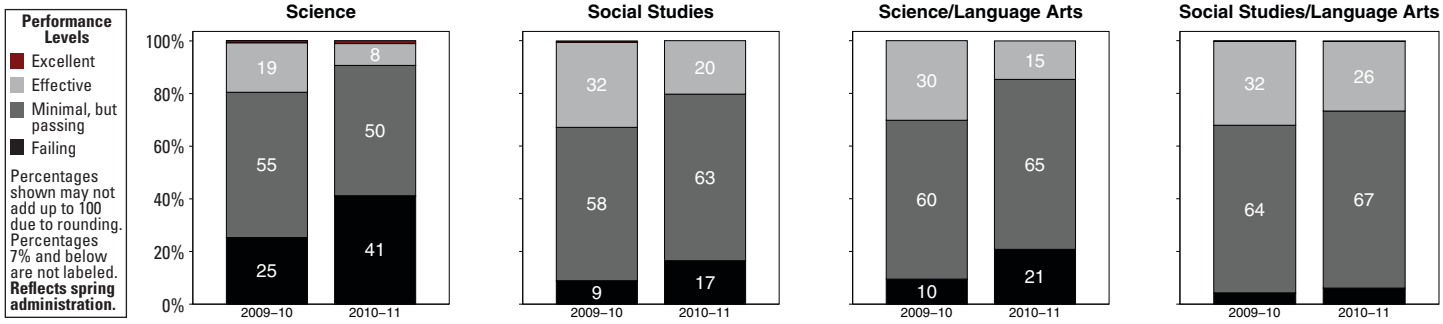
2010–11 SAT Averages

	Critical Reading	Math	Writing	Total
Archer	476	485	453	1414
GCPS	501	521	489	1511
Georgia	485	487	473	1445
National	497	514	489	1500



2010–11 Results: High School Gateway

To earn a regular diploma, Gwinnett high school students must pass both GCPS's High School Gateway and the Georgia High School Graduation Tests. Given in the 10th grade, the Gateway essay test covers content in social studies and science, as well as language arts skills— writing, grammar, and spelling. To ensure that more students meet the standard on the high school Gateway, GCPS is offering additional resources, tutorials, and practice opportunities through the school system website. While many students are successful on the test on their first try, those who are not have seven additional opportunities to take and pass the test before graduation.



2010–11 Results: Advanced Placement (AP) Exams

Advanced Placement (AP) courses are challenging, college-level classes taught by specially trained high school teachers. Students have the option of taking an AP exam at the end of the school year. Many colleges award credit for passing the exams or allow a student to be exempt from certain college courses. Students exposed to the demanding AP curriculum are well prepared for the rigors of college coursework. The table below shows the percentage of classes taken at Archer High that were designated as AP classes, compared to the county average. The chart also shows the percentage of optional, course-specific AP exams taken, as well as the percentage of AP exams scored 3 or better (on a 5-point scale). In 2010–11, 22.4% of Archer students took one or more AP courses, compared to 27.8% of all GCPS high school students.

	2009–10		2010–11	
	Archer	GCPS	Archer	GCPS
AP as Percentage of Total Classes Taken	4.6	8.8	5.9	8.5
% AP Exams Taken	70.8	77.0	60.0	75.6
% AP Exams Scored 3+	28.3	57.5	32.3	57.0*

*Not available from College Board, percentage locally calculated

2010–11 Results: Georgia High School Graduation Tests (GHSGT) and Adequate Yearly Progress

Schools earn Adequate Yearly Progress (AYP) status by meeting a series of performance goals that every school, system, and the state as a whole must achieve under the federal No Child Left Behind Act. In Georgia, AYP for high schools is determined using results from the Georgia High School Graduation Tests (GHSGT) in English language arts and mathematics. These tests measure the knowledge and skills of students by assessing how well students have learned the state's curriculum content standards. To make AYP, high schools must meet state-set student achievement goals and graduation standards for all students, and for all subgroups that have 40 or more students or 10% of the students in grade 11, whichever is greater (with a 75-student cap). In addition, schools must test 95% of all students and of all subgroups with 40 or more students. Georgia reports achievement scores for every subgroup with 10 or more students. However, the state only considers results for subgroups that meet the state-set minimum number of students in determining a school's AYP status.

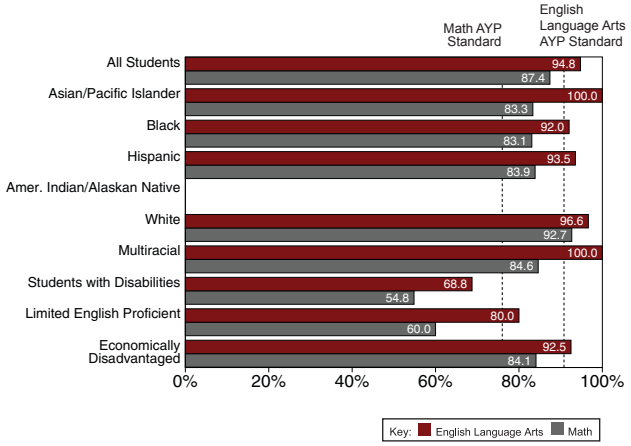
Archer High **achieved** AYP	All Students	Asian/ Pacific Islander	Black	Hispanic	American Indian/ Alaskan	White	Multi-Racial	Students with Disabilities	Limited English Proficient	Economically Disadvantaged
Math Participation	Achieved	.	Achieved	.	.	Achieved	.	.	.	Achieved
Math Performance	Achieved	.	Achieved	.	.	Achieved	.	.	.	Achieved
Eng. Lang. Arts Participation	Achieved	.	Achieved	.	.	Achieved	.	.	.	Achieved
Eng. Lang. Arts Performance	Achieved	.	Achieved	.	.	Achieved	.	.	.	Achieved
This school achieved the state's graduation standard for all students.										

• *In the table above, only results for subgroups that meet the state-set minimum number of students are used to determine AYP*

Percentage of Students Meeting or Exceeding State Standards

The GHSGT is a curriculum-based test used to measure high school students' learning. Archer High students continue to make progress on the GHSGT, with percentages of students meeting and exceeding standards above the system average in mathematics and close to the system average in English language arts. The school made Adequate Yearly Progress (AYP), meeting all of the state's academic goals, testing participation requirements, and graduation standards.

In the chart to the right, only subgroups with 10 or more students are reported. Results for groups smaller than the state minimum are not considered for AYP. The dotted lines on this graph represent the state's AYP standard in Math and English Language Arts in 2011. The chart to the right reflects spring and summer test administrations.



A Message from the Principal About Student Achievement and Academic Initiatives

Archer High School continues to focus on our core business of teaching and learning, with an emphasis on learning. As a result, Archer students are showing improvements in academics with our ongoing pursuit of academic excellence. Our students have consistently performed well on standardized tests, meeting or exceeding state standards on most sections of the state's End of Course Tests and the Georgia High School Graduations Tests.

Archer High School works to prepare all students for postsecondary education, encouraging students to participate in classes with the most rigorous coursework, particularly college-level Advanced Placement (AP) classes. We are seeing results, with a higher level of student choosing to participate in AP courses. During the 2010–11 school year, 22.4% of Archer students took one or more AP courses. Nine students were named AP Scholars, four were AP Scholars with Honors, and three were AP Scholars with Distinction. Archer was acknowledged by the Georgia Department of Education as a 2012 AP Honor School in two categories— AP Access and Support and AP STEM (Science, Technology, Engineering, Mathematics).

To increase Archer's level of academic achievement and to meet our goals of continuous improvement, several intervention classes have been implemented. Our intervention teachers work with students struggling academically in order to target individual weaknesses for improvement. Teachers provide intervention strategies and direct instruction in math, science, social studies, and expository (informative) writing. Archer teachers and administrators work with our cluster schools in Vertical Teams to establish common expectations across grade and school levels, pursuing excellence and promoting the effective use of Quality-Plus Teaching Strategies for improved student engagement. These research-based teaching techniques have been proven effective with all types of learners across grade levels and subject areas.

We will continue to build our culture of academic excellence throughout the Archer Cluster and in our school community.

Archer High School

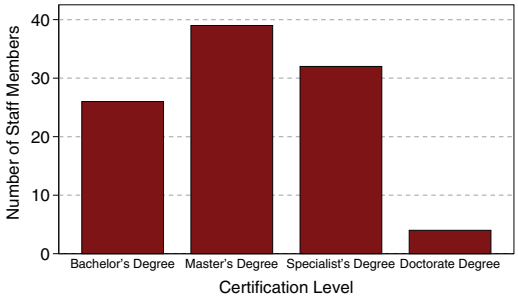
Other 2010–11 Highlights...

Archer continues to build a tradition of both academic and athletic excellence. Even though our school has been in existence for only two years, Archer has achieved numerous accomplishments. Highlights from Archer's second year include the following:

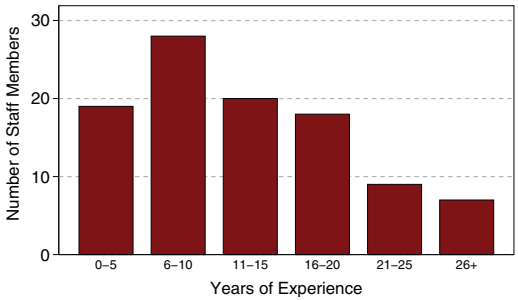
- Archer finished #505 on *The Washington Post* High School Challenge list of the top 1,900+ American high schools (top 6%). Our faculty, staff, students, and parents are very proud of this distinction.
- In our Advanced Placement (AP) program, 295 students accepted the challenge, taking college-level AP classes.
- Of those students, nine students were honored as AP Scholars, with four named AP Scholars with Honor and three honored as AP Scholars with Distinction.
- Of the AP exams taken, nearly a third earned a score of 3 or better. Scores of 3, 4, and 5 can qualify a student to earn college credit or advance placement in college classes.
- Archer was acknowledged by the Georgia Department of Education as a 2012 AP Honor School in two categories— AP Access and Support and AP STEM (Science, Technology, Engineering, Mathematics).
- An Archer student won 1st place in 3-D Engineering Design in the Technology Student Association state competition.
- The girls' Cross Country team qualified for the state playoffs.
- The Competition Cheerleading squad qualified for the state playoffs.
- Archer's Wrestling team was area runner-up and 5th in the state in Duals, and finished 11th in the state in Traditional competition.
- The girls' Swim team finished 11th in state, with one Archer swimmer winning the state title in the 50-yard freestyle event.
- At the Southern Star invitational, the Band's percussion section was named "Best in Class" and Grand Champion, and the Archer Color Guard was named "Best in Class." The Band was named "2nd in Class" at the Greater Atlanta Marching Festival.
- Theater students won 3rd place in regional One-Act Play competition, with two students selected for regional All-Star Cast. A theater student was a finalist for the Governor's Honors Program.
- Four Archer vocalists made All-State Chorus.
- The Archer Chorus earned Superior ratings for sight-reading at the Large Group Performance Evaluation sponsored by the Georgia Music Educators Association.
- Two students placed 2nd at the regional GHSA Literary Meet.

2010–11 Staff Data

Staff Certification Level



Experience in Education



2010–11 Student Data

	School Year 09–10	School Year 10–11
Enrollment	1,360	1,684
+American Indian/Alaskan Native*	0%	0%
+Asian*	4%	3%
+Black/African American*	39%	37%
+Hispanic or Latino, *any race*	11%	10%
+Multiracial, *two or more races**	5%	5%
+Native Hawaiian/Pacific Islander*	0%	0%
+White*	41%	44%
Special Education	14%	12%
ESOL	2%	1%
Free/Reduced Lunch	39%	39%
Average Attendance	96%	96%

**Not Hispanic or Latino*

School Safety Perceptions

Based on responses* to 2010–11 RBES Perception Survey…

- 71.6% of students agreed or strongly agreed that they felt safe at Archer High.
- 95.7% of parents agreed or strongly agreed that their child's school was safe.

**Reflects voluntary responses to parent and student perception surveys.*

The mission of Gwinnett County Public Schools is to pursue excellence in academic knowledge, skills, and behavior for each student, resulting in measured improvement against local, national, and world-class standards.

Archer High School
2255 New Hope Road, Lawrenceville, GA, 30045
(678) 407-7700 • *http://www.archerhighschool.com/index.php*
Dr. Charles "Buck" Buchanan, *Principal*

Gwinnett County Public Schools
437 Old Peachtree Rd., NW • Suwanee, GA 30024-2978
www.gwinnett.k12.ga.us
2011 Gwinnett County Board of Education
Dr. Robert McClure, 2011 Chairman;
Louise Radloff, 2011 Vice Chairman;
Carole C. Boyce; Dr. Mary Kay Murphy; and Daniel D. Seckinger,
J. Alvin Wilbanks, CEO/Superintendent